

Socialization and Practice of Ice Breaking Anti Boring at SMAN 11 Sinjai

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ABSTRACT

Background. Ice breaking is one way that can be done by the teacher so that the students do not feel bored, bored and sleepy in the full day school learning process. Teachers at SMAN 11 Sinjai have implemented ice breaking, but it's still monotonous.

Purpose. The purpose of this community service activity is to inform as well as implement various kinds of ice breaking to the teachers of SMAN 11 Sinjai.

Method. The method used in community service is socialization and practice. The subject of dedication is a teacher at SMAN 11 Sinjai. The implementation stages are preparation, implementation and reflection. Preparation which includes outreach to school principals and teachers and agreeing on a schedule for implementing community service. The implementation, namely the accompanying team carried out socialization, presentation and practice of ice breaking. While reflection is giving feedback to training participants and participants filling out questionnaires related to community service activities.

Results. The result of this community service is that teachers can master and implement various kinds of ice breaking, especially for their students in the learning process in implementing the full day school.

Conclusion. The application of ice breaker looks easy but requires sufficient skill, creativity and training so that the teacher is able to integrate it into the learning atmosphere in the classroom. This is caused without adequate knowledge so that learning using ice breaker becomes more noisy and meaningless.

KEYWORDS

Anti Boring, Ice Breaking, Practice, Socialization

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INTRODUCTION

Humans are creatures that are known to have a mind that is used to think, learn and also create. One way to sharpen the human mind is through education (Ilham & Supriaman, 2021). This is in accordance with the goals of national education contained in the Constitution no. 20 of 2003 article 3 concerning the purpose of national education, namely to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state (Depdiknas, 2003). Thus, to develop the potential of students, the government created a new



education system called full day school to advance education in Indonesia (Mushlih et al., 2018).

Full day school is one of the innovations launched by the government in the implementation of character education in the 2013 curriculum guidelines. School hours will be extended to eight hours in one day starting from 07:00-16:00. This was carried out for five consecutive days and closed on Saturdays and Sundays. Besides the advantages of implementing full day school such as being able to improve cognitive abilities and handle the various learning needs of students who have different teacher abilities. However, in reality problems arise that are often found in the field, namely teachers usually just teach without paying attention to the conditions and needs of students so that it is very likely that students will experience fatigue, boredom, anxiety, fear and boredom (Fanani, 2010). Thus, this ice breaking is here to eliminate the boredom of students in learning. Teachers are required to be able to make the room more lively with the ice breaking. This is in accordance with research conducted by Tiyyara Khoeranisa and Amiruddin which revealed that there was an effect of ice breaking on student learning motivation. The results of this study obtained 86% very high with a correlation of 0.65% (Khoeranisa & Amiruddin, 2020).

This ice breaking can break the frozen/stiff atmosphere so that it becomes a fun atmosphere and attracts students' motivation to learn. Seeing the importance of a teacher must know this ice breaking so that students are not bored. Thus, educators are required to use the ice breaking method so that students feel happy during the learning process. Ice Breaking is a touch of activity that can be used to break the ice, confusion, saturation of the atmosphere so that it melts and the atmosphere can return to its original state more conducive. If this touch of activity is applied to the learning process in the classroom, it is very likely that students will return to better conditions enthusiasm, motivation, enthusiasm for learning, boredom and so on (Marzatifa et al., 2021). There are various types of ice breaking that can be used, including: a) playing games, b) singing, c) moving the body, d) giving funny stories, e) inviting students to clap their hands, f) telling stories, g) giving spectacle that makes students motivated again to learn visually (Suryoharjo, 2017).

Based on the results of interviews conducted by the service team to Ms. Ernawati Ali as the principal of SMAN 11 Sinjai stated that there were already several educators at the school who had attended ice breaking training, but there were still teachers who only knew about ice breaking in theory but not in practice. Therefore, the service team took the initiative to present speakers from the Ahmad Dahlan Islamic University campus who understood the ice breaking. Thus, it is hoped that educators at SMAN 11 Sinjai will be able to practice and not only know in theory about ice breaking. Based on the problems found in the field, the service team was interested in socializing and practicing anti-boring ice breaking at SMAN 11 Sinjai.

RESEARCH METHODOLOGY

Community service activities will be carried out in 3 stages, namely the planning stage, the implementation stage and the reflection stage. The following presents a chart on the method of implementing community service:

a. Preparation phase

The implementing team makes plans such as determining participant targets, coordinating with school principals, socializing training activities, making activity schedules and compiling training materials

b. Implementation Stage

This training activity was carried out for one day offline from 09.00 to 12.30 WITA. The details of the activities are as follows;

1. 09.00-10.00 WITA: material presentation
2. 10.00-10.30 WITA: Question and answer session
3. 10.30-12.00 WITA: ice breaking practice

c. Reflection Stage

Reflection is carried out with the following strategy:

1. The presenter provides feedback to the training participants
2. The training participants convey the results of their reflections by filling out a questionnaire that has been presented in the form of a google form. In addition, the participants were able to practice several examples of ice breaking well.

RESULT AND DISCUSSION

The results achieved from the training for SMAN 11 Sinjai teachers were being able to implement 21 February 2023. This activity was attended by all teachers/educators at SMAN 11 Sinjai. Some of the things that were done before carrying out this training activity were planning by reviewing participant targets, coordinating with the principal of SMAN 11 Sinjai and presenters of the Anti boring ice breaking socialization, then socializing regarding the activities to be carried out at the school to the principal and teachers, making a schedule activities and arrange ice breaking materials. This training was held for one day, namely on 21 February 2023. This activity began with an opening by Inar as the moderator who will guide the event, then continued with a presentation by Ms. Irmayanti S.Pd., M.Pd.



Figure 1. Opening of Socialization Activities and Anti-Boring Ice Breaking Practices

Some of the types of material presented are:

1. Socialization of ice breaking by the presenter



Figure 2. Promotes Anti-Boring Ice Breaker

2. Introduction to Several Types of Ice Breaker

There are various types of ice breaking that can be used, including: playing games, singing, moving the body, giving funny stories, inviting students to clap their hands, telling stories, giving spectacle that makes students motivated again for visual learning

3. Ice breaking practice

The material presented was in accordance with the needs in the field, namely introducing ice breaking in theory, then showing several examples of ice breaking, then the speakers together with the participants practiced the ice breaking (Basyaruddin, 2019). Socialization activities and anti-boring ice breaking practices are urgently needed by teachers, especially with the implementation of full day school to increase students' learning motivation (Nuryana & Purwanto, 2010). Therefore, every teacher is expected to be able to carry out this anti-boring ice breaking in teaching and learning activities.



Figure 3 Presenters and Participants Jointly Practice Anti-Boring Ice Breaking

Ice Breaking can be applied at the time of learning before starting, in the middle or at the end of learning. This is to restore concentration, motivation, restore students' desire to continue learning, and even make lessons memorable (Sugito et al., 2021). Ice Breaking is a transition from a boring and drowsy situation to making students focused and happy so that students are able to hear and see what the teacher is saying (Luthfi, 2014). Ice breaking can be done by presenting games in the form of jokes, variations of applause, singing, playing and so on (Mustika, 2022). The Ice Breaker model is a method used to melt an atmosphere that is not conducive. Thus, the concentration and attention of students becomes focused.

The objectives of implementing ice breaking include the following: a) there are no boundaries between students (discrimination/picking friends) (Muharrir et al., 2022); b) learning is fun because there are interesting activities so students don't get bored while learning (Aniuranti et al., 2021) ; c) students are more creative; d) students can establish familiarity with students (Kurniasih, 2015); e) provide concentration so that students can pay attention to instructions (Rahmi, 2018). In addition, learning activities and assignments given by the teacher can vary according to the interests and conditions of each student (Irmayanti & Fajar, 2022). The output of this activity is the application of anti-boring Ice breaking

socialization and practice at SMAN 11 Sinjai so that teachers/educators not only know ice breaking in theory, but can implement it properly and correctly in their respective classes. This was reinforced by the previous service which stated that service activities held according to the needs of participants would strengthen teacher competence and skills (Iramaynti et al., 2023).

CONCLUSION

The application of anti-boring Ice breaking socialization and practice at SMAN 11 Sinjai makes a contribution, namely that teachers are not only familiar with ice breaking in theory, but can be implemented properly in their respective classes. This can be seen when the teacher is able to practice several kinds of ice breaking. The application of ice breaker looks easy but requires sufficient skill, creativity and training so that the teacher is able to integrate it into the learning atmosphere in the classroom. This is caused without adequate knowledge so that learning using ice breaker becomes more noisy and meaningless.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation, Formal analysis; Methodology; Writing - original draft.

Author 3: Data curation; Investigation, Supervision; Validation, Other contribution; Resources; Visuali-zation; Writing - original draft.

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